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Undergraduate Curriculum and Academic Policy Undergraduate Curriculum and Academic Policy  
Committee Minutes Committee

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3-27-2013

## Undergraduate Curriculum and Academic Policy Committee Minutes, March 27, 2013

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**Undergraduate Curriculum and Academic Policy Committee  
Draft Minutes of Meeting  
March 27, 2013**

**Present:**

Matt Rizki (CECS), Bev Schieltz (CoSM), Sherrill Smith (CoNH), Richard Mercer (CoSM), Tom Sav (RSCoB), Sean Pollack (CoLA), Stephanie Davis (CEHS), Matt Harmon (SG), Joe Law(WAC/GE), Jennifer Barbadora (SG)

**Guests:**

Marian Brainerd (Registrar), Mary Holland (Assoc. Registrar), Todd Brittingham (Assoc. Registrar), Dan Krane (Faculty President), Judy Chivers (Athletics Advisor), Roderick Perry (Director of Athletics), Tim Littell (Asst. Dean University College), Thomas Sudkamp (Vice President for Curriculum and Instruction)

1) The committee approved the [minutes of the March 13, 2013 meeting](#).

2) Course and Program Inventory Requests

a) UCAPC reviewed the following [course inventory requests](#):

Course modifications

Approved as submitted:

**BIO 2310, CST 2430, FR 3500**

Approved with modifications:

**WMS 3005, WMS 4005**

Provisional approval (pending formal submission in workflow):

[MTH 2570](#)

Provisional approval with modifications (pending approval of IW attribute):

[PHY 4940](#)

New courses

Approved with modifications:

**BIO 4720, DEV 0970, DEV 0990, KNH 1000**

Provisional approval (pending formal submission in workflow):

[MTH 1350](#)

b) UCAPC reviewed the following program inventory requests:

Program Modifications:

Approved as submitted:

[COLA WMS BA – Women’s Studies Program](#)

New Programs:

Approved as submitted:

[CEHS KNH Minor – Emergency Medicine](#)

[COSM Minor – Public Health](#)

[COSM Post Bachelor Certificate Pre-medical Studies \(core and advanced\)](#)

Honors Programs:

Approved as submitted:

[RSCOB Honors Program](#)

[COLA Communications Studies Honors Program \(via email vote\)](#)

[COLA Geography Honors Program \(via email vote\)](#)

[COLA Urban Affairs Honors Program \(via email vote\)](#)

3) UCAPC reviewed and approved the [direct from high school admission standards for CoSM](#).

4) UCAPC reviewed and approved the [CoLA Criminal Justice admissions criteria](#) (via email vote).

- 5) UCAPC reviewed and approved a revised version of [Excused Absence Guidelines](#) that include addition types of circumstances that merit consideration as excused absences as requested by the Senate.
- 6) The committee reviewed and approved the revised [Academic Standing Policy](#). The policy now includes a section on academic probation.
- 7) The committee reviewed the [University Admissions Standards](#). Several modifications were suggested including adding items (foreign language and visual arts) to the required high school core to make the standard consistent with the current requirements. The UCAPC Chair noted that Lake Campus expressed concern that the admission policy was not structured to include Lake Campus. After discussion, the committee approved the standards with the understanding they only apply to the Dayton Campus. The UCAPC Chair agreed to contact the Lake Campus administration to ask that a similar policy be crafted for Lake Campus using the new Dayton Campus admission standards as a guide.
- 8) The committee reviewed and approved an internal committee [process](#) that adds administrative review by directors of the General Education, Service Learning, Multicultural Competence, Intensive Writing and Honors into the curriculum workflow.
- 6) Adjourned

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## Course Inventory Process Tracking - Detail

\*\*\* Click on the WorkFlow button below to go to the Work Flow application

FORM	COURSE INFORMATION
<b>9579</b> <b>STATUS:</b> Process <b>CREATOR:</b> Laura Buerschen <b>CREATED:</b> 9/14/12 <b>IN-PROCESS:</b> 3/13/13 <a href="#">WorkFlow</a>	<b>VERSION:</b> CURR <b>COURSE:</b> BIO2310 - Evolution and Ecology <b>STUDENT REC TITLE:</b> Evolution and Ecology <b>EFFECTIVE:</b> 201280 <b>COURSE DESC:</b> Overview of the concepts of evolution and ecology. Examines the major reasons that populations of organisms change genetically over time, the basis of speciation and influences on organisms, and what determines the direction of those changes including interactions with the physical environment and other organisms. Community and ecosystem processes will be discussed. Labs will explore approaches including modeling and analysis of data. Report writing included. <b>COLLEGE:</b> College of Science & Math <b>CRED HR:</b> 4 - 4 <b>VAR CRED RANGE:</b> 0 - 0 <b>GEN ED:</b> <b>WRIT INT:</b> <b>GRADE SYS:</b> S <b>LEVEL:</b> Undergraduate <b>COURSE TYPE:</b> Lecture <b>REP HRS:</b> 0 <b>REP TIMES:</b> 0 <b>COURSE DURATION:</b> P <b>RESTRICTION:</b> <b>PREREQ:</b> BIO 1120 and BIO 1150 <b>COREQ:</b> BIO 2310L <b>XLIST:</b> <b>SPC FEE:</b> <b>QTR PREREQ:</b> <b>QTR EQUIV:</b> BIO 231
	<b>VERSION:</b> REV <b>COURSE:</b> BIO2310 - Evolution and Ecology <b>STUDENT REC TITLE:</b> Evolution and Ecology <b>EFFECTIVE:</b> 201330 <b>COURSE DESC:</b> Overview of the concepts of evolution and ecology. Examines the major reasons that populations of organisms change genetically over time, the basis of speciation and influences on organisms, and what determines the direction of those changes including interactions with the physical environment and other organisms. Community and ecosystem processes will be discussed. Labs will explore approaches including modeling and analysis of data. Integrated Writing course. <b>COLLEGE:</b> College of Science & Math <b>CRED HR:</b> 4 - 4 <b>VAR CRED RANGE:</b> 0 - 0 <b>GEN ED:</b> <b>WRIT INT:</b> Y <b>GRADE SYS:</b> S <b>LEVEL:</b> Undergraduate <b>COURSE TYPE:</b> Lab, Lecture <b>REP HRS:</b> 0 <b>REP TIMES:</b> 0 <b>COURSE DURATION:</b> P <b>RESTRICTION:</b> <b>PREREQ:</b> BIO 1120 and BIO 1150 <b>COREQ:</b> BIO 2310L <b>XLIST:</b> <b>SPC FEE:</b> <b>QTR PREREQ:</b> <b>QTR EQUIV:</b> BIO 231

## Course Inventory Process Tracking - Detail

\*\*\* Click on the WorkFlow button below to go to the Work Flow application

FORM	COURSE INFORMATION
<b>10171</b> <b>STATUS:</b> Process <b>CREATOR:</b> Laura Buerschen <b>CREATED:</b> 1/23/13 <b>IN-PROCESS:</b> 3/15/13 <a href="#">WorkFlow</a>	<b>VERSION:</b> REV <b>COURSE:</b> BIO4720 - Ornithology <b>STUDENT REC TITLE:</b> Ornithology <b>EFFECTIVE:</b> 201340 <b>COURSE DESC:</b> Introduction to the world of birds. Covers a range of scales from genetics that underlie evolution and phylogeny to global ecology and conservation. Students are introduced to diversity, form and function, physiology, behavior, life history, ecology and conservation of birds. Lectures are paired with labs that add hands on experience in bird research. We will work on bird identification by sound and sight. <b>COLLEGE:</b> College of Science & Math <b>CRED HR:</b> 4 - 4 <b>VAR CRED RANGE:</b> 0 - 0 <b>GEN ED:</b> <b>WRIT INT:</b> <b>GRADE SYS:</b> S <b>LEVEL:</b> Undergraduate <b>COURSE TYPE:</b> Lab <b>REP HRS:</b> 0 <b>REP TIMES:</b> 0 <b>COURSE DURATION:</b> P <b>RESTRICTION:</b> Must belong to one of the following classifications: Junior, Senior <b>PREREQ:</b> BIO2310 Minimum grade of C <b>COREQ:</b> <b>XLIST:</b> <b>SPC FEE:</b> <b>QTR PREREQ:</b> <b>QTR EQUIV:</b>

## Course Inventory Process Tracking - Detail

\*\*\* Click on the WorkFlow button below to go to the Work Flow application

FORM	COURSE INFORMATION
<b>10357</b> <b>STATUS:</b> Process <b>CREATOR:</b> Linda Caron <b>CREATED:</b> 3/4/13 <b>IN-PROCESS:</b> 3/16/13 <a href="#">WorkFlow</a>	<b>VERSION:</b> CURR <b>COURSE:</b> CST2430 - Arts of Asia <b>STUDENT REC TITLE:</b> Arts of Asia <b>EFFECTIVE:</b> 201380 <b>COURSE DESC:</b> Geographical and chronological survey of the art of India and Southeast Asia, East Asia, China, and Japan. Develops and deepens skills of looking and visual thinking. Integrated Writing course. <b>COLLEGE:</b> College of Liberal Arts <b>CRED HR:</b> 3 - 3 <b>VAR CRED RANGE:</b> 0 - 0 <b>GEN ED:</b> Y <b>WRIT INT:</b> Y <b>GRADE SYS:</b> S <b>LEVEL:</b> Undergraduate <b>COURSE TYPE:</b> Lecture <b>REP HRS:</b> 0 <b>REP TIMES:</b> 0 <b>COURSE DURATION:</b> P <b>RESTRICTION:</b> <b>PREREQ:</b> <b>COREQ:</b> <b>XLIST:</b> <b>SPC FEE:</b> Art Technology Fee (2076), \$7.50 <b>QTR PREREQ:</b> <b>QTR EQUIV:</b> CST 243
	<b>VERSION:</b> REV <b>COURSE:</b> CST2430 - <b>Non-Western Art</b> <b>STUDENT REC TITLE:</b> <b>Non-Western Art</b> <b>EFFECTIVE:</b> 201380 <b>COURSE DESC:</b> <b>Geographical and chronological survey of the art of non-western cultures. Develops and deepens skills of looking and visual thinking. Integrated Writing course.</b> <b>COLLEGE:</b> College of Liberal Arts <b>CRED HR:</b> 3 - 3 <b>VAR CRED RANGE:</b> 0 - 0 <b>GEN ED:</b> Y <b>WRIT INT:</b> Y <b>GRADE SYS:</b> S <b>LEVEL:</b> Undergraduate <b>COURSE TYPE:</b> Lecture <b>REP HRS:</b> 0 <b>REP TIMES:</b> 0 <b>COURSE DURATION:</b> P <b>RESTRICTION:</b> <b>PREREQ:</b> <b>COREQ:</b> <b>XLIST:</b> <b>SPC FEE:</b> Art Technology Fee (2076), \$7.50 <b>QTR PREREQ:</b> <b>QTR EQUIV:</b> CST 243

## Course Inventory Process Tracking - Detail

\*\*\* Click on the WorkFlow button below to go to the Work Flow application

FORM	COURSE INFORMATION
<b>10345</b> <b>STATUS:</b> Process <b>CREATOR:</b> Timothy Littell <b>CREATED:</b> 2/25/13 <b>IN-PROCESS:</b> 2/27/13 <a href="#">WorkFlow</a>	<p><b>VERSION:</b> CURR  <b>COURSE:</b> DEV0950 - Elementary Algebra  <b>STUDENT REC TITLE:</b> Elementary Algebra  <b>EFFECTIVE:</b> 201340  <b>COURSE DESC:</b> Review basic algebra concepts and skills including operations involving signed numbers and fractions; polynomials; exponents; solving systems of equations; and applications.  <b>COLLEGE:</b> University College  <b>CRED HR:</b> 3 - 3      <b>VAR CRED RANGE:</b> 0 - 0      <b>GEN ED:</b>      <b>WRIT INT:</b>  <b>GRADE SYS:</b> P      <b>LEVEL:</b> Undergraduate      <b>COURSE TYPE:</b> Lecture/Lab Combination  <b>REP HRS:</b> 0      <b>REP TIMES:</b> 0      <b>COURSE DURATION:</b> P  <b>RESTRICTION:</b>  <b>PREREQ:</b>  <b>COREQ:</b>  <b>XLIST:</b>  <b>SPC FEE:</b>  <b>QTR PREREQ:</b>  <b>QTR EQUIV:</b></p> <hr/> <p><b>VERSION:</b> REV  <b>COURSE:</b> DEV0970 - <b>Basic Algebra</b>  <b>STUDENT REC TITLE:</b> <b>Basic Algebra</b>  <b>EFFECTIVE:</b> <b>201380</b>  <b>COURSE DESC:</b> <b>Review of arithmetic and basic algebra concepts and skills including operations involving signed numbers and fractions, factoring, polynomials, rational expressions and equations, exponents, solving systems of equations, radicals, quadratic equations, equations involving radicals or rational exponents, linear equations, and applications.</b>  <b>COLLEGE:</b> University College  <b>CRED HR:</b> <b>4 - 4</b>      <b>VAR CRED RANGE:</b> 0 - 0      <b>GEN ED:</b>      <b>WRIT INT:</b>  <b>GRADE SYS:</b> <b>O</b>      <b>LEVEL:</b> Undergraduate      <b>COURSE TYPE:</b> Lecture/Lab Combination  <b>REP HRS:</b> 0      <b>REP TIMES:</b> 0      <b>COURSE DURATION:</b> P  <b>RESTRICTION:</b>  <b>ADDTL INFO:</b> This course replaces the entire developmental math sequence (DMV 0500, DEV 0950, and MTH 1260) and taught in the Math Studio utilizing the math emporium model for delivery.  <b>PREREQ:</b>  <b>COREQ:</b>  <b>XLIST:</b>  <b>SPC FEE:</b>  <b>QTR PREREQ:</b></p>



## Course Inventory Process Tracking - Detail

\*\*\* Click on the WorkFlow button below to go to the Work Flow application

FORM	COURSE INFORMATION
<b>10345</b> <b>STATUS:</b> Process <b>CREATOR:</b> Timothy Littell <b>CREATED:</b> 2/25/13 <b>IN-PROCESS:</b> 2/27/13 <a href="#">WorkFlow</a>	<b>QTR EQUIV:</b> <b>DEV 0950</b>



## Course Inventory Process Tracking - Detail

\*\*\* Click on the WorkFlow button below to go to the Work Flow application

FORM	COURSE INFORMATION
<b>10346</b> <b>STATUS:</b> Process <b>CREATOR:</b> Timothy Littell <b>CREATED:</b> 2/25/13 <b>IN-PROCESS:</b> 2/27/13 <a href="#">WorkFlow</a>	<b>VERSION:</b> REV <b>COURSE:</b> DEV0990 - Basic Algebra Revisited <b>STUDENT REC TITLE:</b> Basic Algebra Revisited <b>EFFECTIVE:</b> 201380 <b>COURSE DESC:</b> Continuation of DEV 0970 with intermediate algebra topics including: solving equations and inequalities, rational exponents, radicals, and quadratic equations. Prerequisites: Grade of P4 in DEV 0970. <b>COLLEGE:</b> University College <b>CRED HR:</b> 1 - 1 <b>VAR CRED RANGE:</b> 0 - 0 <b>GEN ED:</b> <b>WRIT INT:</b> <b>GRADE SYS:</b> O <b>LEVEL:</b> Undergraduate <b>COURSE TYPE:</b> Lecture/Lab Combination <b>REP HRS:</b> 0 <b>REP TIMES:</b> 0 <b>COURSE DURATION:</b> P <b>RESTRICTION:</b> <b>ADDTL INFO:</b> This course is taught in the Math Studio utilizing the math emporium model for delivery. <b>PREREQ:</b> Prerequisites: Grade of P4 in DEV 0970 Corequisites: MPL 4 MTH or STT course <b>COREQ:</b> <b>XLIST:</b> <b>SPC FEE:</b> <b>QTR PREREQ:</b> <b>QTR EQUIV:</b>

## Course Inventory Process Tracking - Detail

\*\*\* Click on the WorkFlow button below to go to the Work Flow application

FORM	COURSE INFORMATION
<b>10290</b> <b>STATUS:</b> Process <b>CREATOR:</b> Kirsten Halling <b>CREATED:</b> 2/17/13 <b>IN-PROCESS:</b> 3/19/13 <a href="#">WorkFlow</a>	<b>VERSION:</b> CURR <b>COURSE:</b> FR3500 - French Immersion Ambassador Program <b>STUDENT REC TITLE:</b> French Ambassador Prog <b>EFFECTIVE:</b> 201340 <b>COURSE DESC:</b> Professor-led study abroad program in a French speaking country, such as France, Canada (Québec or Acadia), a Francophone Caribbean or African country. Taught in French. <b>COLLEGE:</b> College of Liberal Arts <b>CRED HR:</b> 4 - 0 <b>VAR CRED RANGE:</b> 0 - 0 <b>GEN ED:</b> <b>WRIT INT:</b> <b>GRADE SYS:</b> S <b>LEVEL:</b> Undergraduate <b>COURSE TYPE:</b> Lecture <b>REP HRS:</b> 20 <b>REP TIMES:</b> 5 <b>COURSE DURATION:</b> P <b>RESTRICTION:</b> <b>PREREQ:</b> FR 2020 <b>COREQ:</b> <b>XLIST:</b> ML 3990 <b>SPC FEE:</b> <b>QTR PREREQ:</b> <b>QTR EQUIV:</b>
	<b>VERSION:</b> REV <b>COURSE:</b> FR3500 - French Immersion Ambassador Program <b>STUDENT REC TITLE:</b> French Ambassador Prog <b>EFFECTIVE:</b> 201340 <b>COURSE DESC:</b> Professor-led study abroad program in a French speaking country, such as France, Canada (Québec or Acadia), a Francophone Caribbean or African country. Taught in French. <b>COLLEGE:</b> College of Liberal Arts <b>CRED HR:</b> 3 - 3 <b>VAR CRED RANGE:</b> 0 - 0 <b>GEN ED:</b> <b>WRIT INT:</b> <b>GRADE SYS:</b> S <b>LEVEL:</b> Undergraduate <b>COURSE TYPE:</b> Lecture <b>REP HRS:</b> 20 <b>REP TIMES:</b> 5 <b>COURSE DURATION:</b> P <b>RESTRICTION:</b> <b>PREREQ:</b> FR 2020 <b>COREQ:</b> <b>XLIST:</b> <b>SPC FEE:</b> <b>QTR PREREQ:</b> <b>QTR EQUIV:</b>

## Course Inventory Process Tracking - Detail

\*\*\* Click on the WorkFlow button below to go to the Work Flow application

FORM	COURSE INFORMATION
<b>9584</b> <b>STATUS:</b> Process <b>CREATOR:</b> D. Pringle <b>CREATED:</b> 9/18/12 <b>IN-PROCESS:</b> 2/18/13 <a href="#">WorkFlow</a>	<b>VERSION:</b> REV <b>COURSE:</b> KNH1000 - Variable title <b>STUDENT REC TITLE:</b> Variable title <b>EFFECTIVE:</b> 201330 <b>COURSE DESC:</b> Activity course for a variety of content areas <b>COLLEGE:</b> College of Ed & Human Services <b>CRED HR:</b> 0 - 0 <b>VAR CRED RANGE:</b> 1 - 6 <b>GEN ED:</b> <b>WRIT INT:</b> <b>GRADE SYS:</b> P <b>LEVEL:</b> Undergraduate <b>COURSE TYPE:</b> Lab <b>REP HRS:</b> 999 <b>REP TIMES:</b> 999 <b>COURSE DURATION:</b> P <b>RESTRICTION:</b> none <b>PREREQ:</b> none <b>COREQ:</b> <b>XLIST:</b> <b>SPC FEE:</b> <b>QTR PREREQ:</b> none <b>QTR EQUIV:</b>

## Course Inventory Process Tracking - Detail

\*\*\* Click on the WorkFlow button below to go to the Work Flow application

FORM	COURSE INFORMATION
<b>10150</b> <b>STATUS:</b> Process <b>CREATOR:</b> Hope Jennings <b>CREATED:</b> 1/18/13 <b>IN-PROCESS:</b> 3/11/13 <a href="#">WorkFlow</a>	<b>VERSION:</b> REV <b>COURSE:</b> WMS3005 - Women in Multicultural Perspective <b>STUDENT REC TITLE:</b> Women Multicultur Persp <b>EFFECTIVE:</b> 201330 <b>COURSE DESC:</b> Special topics in gender history. Topics may include masculinity, femininity, sexuality, family, and women's history. Focus may be on one nation, region, or a comparative perspective. Integrated Writing course. <b>COLLEGE:</b> College of Liberal Arts <b>CRED HR:</b> 3 - 3 <b>VAR CRED RANGE:</b> 0 - 0 <b>GEN ED:</b> <b>WRIT INT:</b> Y <b>GRADE SYS:</b> S <b>LEVEL:</b> Undergraduate <b>COURSE TYPE:</b> Lecture <b>REP HRS:</b> 999 <b>REP TIMES:</b> 99 <b>COURSE DURATION:</b> P <b>RESTRICTION:</b> <b>PREREQ:</b> <b>COREQ:</b> <b>XLIST:</b> <b>SPC FEE:</b> <b>QTR PREREQ:</b> <b>QTR EQUIV:</b> WMS 300

## Course Inventory Process Tracking - Detail

\*\*\* Click on the WorkFlow button below to go to the Work Flow application

FORM	COURSE INFORMATION
<b>10151</b> <b>STATUS:</b> Process <b>CREATOR:</b> Hope Jennings <b>CREATED:</b> 1/18/13 <b>IN-PROCESS:</b> 3/11/13 <a href="#">WorkFlow</a>	<b>VERSION:</b> REV <b>COURSE:</b> WMS4005 - Women in International Perspective <b>STUDENT REC TITLE:</b> Women Intl Perspective <b>EFFECTIVE:</b> 201330 <b>COURSE DESC:</b> Racial, ethnic, cultural, and other differences among women outside of the U.S. Focus may be on one nation, region, or a comparative perspective, including a comparative perspective with U.S. women. Topics and titles vary. Integrated Writing course. <b>COLLEGE:</b> College of Liberal Arts <b>CRED HR:</b> 3 - 3 <b>VAR CRED RANGE:</b> 0 - 0 <b>GEN ED:</b> <b>WRIT INT:</b> Y <b>GRADE SYS:</b> S <b>LEVEL:</b> Undergraduate <b>COURSE TYPE:</b> Lecture <b>REP HRS:</b> 999 <b>REP TIMES:</b> 99 <b>COURSE DURATION:</b> P <b>RESTRICTION:</b> <b>PREREQ:</b> WMS 2000 <b>COREQ:</b> <b>XLIST:</b> <b>SPC FEE:</b> <b>QTR PREREQ:</b> <b>QTR EQUIV:</b> WMS 400



# Course Inventory Request

**Form Id: 10470****Form Status: Process*****Please take action on the form.***

This service has been developed initially to support the conversion of the university's course inventory from a quarters to a semesters curriculum.

**Getting started ...****Type of Request:**

☐ New ☒ Modify ☐ Deactivate ☐ Quarter to Semester

**Client Info****Name:** Richard Mercer**Email:** richard.mercer@wright.edu**Phone:** 937.775.2191**Department:** Mathematics & Statistics**Location:** Math/Microbiology Bldg 236, 3640 Color**Current Course Info****MTH 2570 - Discrete Mathematics for Computing**

Discrete mathematics useful in computing. Emphasis on mathematical induction, recurrence relations, asymptotic behavior of functions, and algorithm analysis.

3.0 Credit hours

**Stu Rec Title:** Discrete Math Computing**Levels:** Undergraduate**Schedule Types:** Lecture

College of Science & Math

**Characteristics:**

Permanent Course, Standard (ABCDF) Grading System

**Semester Prerequisites:**

MTH 1280 or WSU Math Placement 05

**Office Info:**

CRS Level: STEM 2, OBR CRS Level: B, CIPC Code: 270301

**Revised Course Info****MTH 2570 - Discrete Mathematics for Computing**

Discrete mathematics useful in computing. Emphasis on mathematical induction, recurrence relations, asymptotic behavior of functions, and algorithm analysis.

3.0 Credit hours

**Effective Term:** Fall 2013

**Stu Rec Title:** Discrete Math Computing

**Levels:** Undergraduate

**Schedule Types:** Lecture

College of Science & Math

**Characteristics:**

Permanent Course, Syllabus Attached, Standard (ABCDF) Grading System

**Semester Prerequisites:**

MTH 1280 or WSU Math Placement 05

**Quarter Equivalent:** MTH 257

**Corequisite Courses:**

CS 2570

**Office Info:**

**Detail Code:** null, CRS Level: STEM 2, OBR CRS Level: B, CIPC Code: 270301

**Approvals**

Activity	Role	Client	Status	Time
<b>Primary Route</b>				
Dept_Review	Dept of Mathematics	Richard Mercer	Review	03/25/2013 14:35:31
CCC_Eval	UG Chair of College of Science & Math	Richard Mercer	Approve	03/25/2013 14:37:26

Dean_Review	Dean of College of Science & Math	Pending
UCAP_Eval	University Curriculum Committee	Pending
Office Route		
Budget_Proc	Budget Office	Pending
Registrar_Proc	Registrar Office	Pending

[Notes](#)[Attach](#)[Audit](#)

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**3640 Colonel Glenn Highway - Dayton, Ohio - 45435**

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# Course Inventory Request

**Form Id: 10435****Form Status: Process*****Please take action on the form.***

This service has been developed initially to support the conversion of the university's course inventory from a quarters to a semesters curriculum.

**Getting started ...****Type of Request:**

☐ New ☐ Modify ☐ Deactivate ☒ Quarter to Semester

**Client Info****Name:** **Email:** **Phone:** **Department:** **Location:** **Current Course Info****PHY 494 - Senior Projects**

Selected problems in experimental and theoretical physics with critical analysis of results.  
3.0 Credit hours

**Stu Rec Title:** Senior Projects**Levels:** Undergraduate**Schedule Types:** Independent Study

College of Science &amp; Math

**Characteristics:**

One-Time Course, Standard/M Grade, Standard (ABCDF) Grading System

**Variable Info:**

Variable Title, 999.0 Repeat Credit Hours

**Restrictions:**

Must be enrolled in one of the following Majors: Engineering Physics Physics  
Must be enrolled in one of the following Classifications: Senior

**Corequisite Courses:**

PHY 494W

**Office Info:**

CRS Level: B3, OBR CRS Level: B3, CIPC Code: 400801

**Revised Course Info**

PHY 4940 - Senior Project

Selected problems in experimental and theoretical physics with critical analysis of results.

3.0 Credit hours

**Effective Term:** Spring 2013

**Stu Rec Title:** Senior Project

**Levels:** Undergraduate

**Schedule Types:** Independent Study, Lab

College of Science & Math

**Characteristics:**

Integrated Writing, Permanent Course, Syllabus Attached, Standard/M Grade Grading System

**Variable Info:**

999.0 Repeat Credit Hours

**Restrictions:**

Must be enrolled in one of the following Majors: Engineering Physics, Physics  
Must be enrolled in one of the following Classifications: Senior

**Quarter Equivalent:** PHY 494

**Approvals**

Activity	Role	Client	Status	Time
<b>Primary Route</b>				
Dept_Review	Dept of Physics	Douglas T. Petkie	Review	03/25/2013 11:12:44
UG Chair of				03/25/2013

CCC_Eval	College of Science & Math	Richard Mercer	Approve 14:38:54
Dean_Review	Dean of College of Science & Math		Pending
UCAP_Eval	University Curriculum Committee		Pending
<b>Special Route</b>			
WritInt_Eval	Integrated Writing Chair		Pending
<b>Office Route</b>			
Budget_Proc	Budget Office		Pending
Registrar_Proc	Registrar Office		Pending

Notes

Attach

Audit

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**3640 Colonel Glenn Highway - Dayton, Ohio - 45435**

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# Course Inventory Request

**Form Id: 10311****Form Status: Process*****Form has been approved. Workflow continues.***

This service has been developed initially to support the conversion of the university's course inventory from a quarters to a semesters curriculum.

**Getting started ...****Type of Request:**

☒ New ☐ Modify ☐ Deactivate ☐ Quarter to Semester

**Client Info****Name:** Richard Mercer**Email:** richard.mercer@wright.edu**Phone:** 937.775.2191**Department:** Mathematics & Statistics**Location:** Math/Microbiology Bldg 236, 3640 Color**Revised Course Info****MTH 1350 - Analytic Geometry and Trigonometry**

Polynomial equations, conic sections, trigonometric and inverse trigonometric functions, trigonometric identities, solution of triangles.  
3.0 Credit hours

**Effective Term:** Summer 2013**Stu Rec Title:** Analytic Geometry & Trig**Levels:** Undergraduate**Schedule Types:** Lecture

College of Science &amp; Math

**Characteristics:**

Transfer Articulation, Permanent Course, Syllabus Attached, Standard (ABCDF) Grading System

**Quarter Prerequisites:**

MTH 128

**Semester Prerequisites:**

MTH 1280 or WSU Math Level 5

**Quarter Equivalent:** MTH 131

Approvals				
Activity	Role	Client	Status	Time
<b>Primary Route</b>				
Dept_Review	Dept of Mathematics	Richard Mercer	Review	03/05/2013 08:30:19
CCC_Eval	UG Chair of College of Science & Math	Richard Mercer	Approve	03/25/2013 14:34:24
Dean_Review	Dean of College of Science & Math		Pending	
UCAP_Eval	University Curriculum Committee		Pending	
<b>Office Route</b>				
Budget_Proc	Budget Office		Pending	
Registrar_Proc	Registrar Office		Pending	

[Notes](#)[Attach](#)[Audit](#)[New Form](#)**Share with a colleague (Simple Webmail Client)**

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**Academic Program of Study** **Quarter to Semester Conversion**

College	College of Liberal Arts
Department	Women's Studies Program
Degree, Major Program	B.A. Women's Studies
Minor Program	
Certificate Program	

Current Program	Hours	Revised Program	Hours
<b>I. Wright State Core</b>		<b>I. Wright State Core</b>	
Element 1: Communication	6	Element 1: Communication	6
Element 2: Mathematics	3	Element 2: Mathematics	3
Element 3: Global and Cultural Studies	6	Element 3: Global and Cultural Studies	6
Element 4: Arts and Humanities	3	Element 4: Arts and Humanities	3
Element 5: Social Sciences	6	Element 5: Social Sciences	6
Required: WMS 2000		Required: WMS 2000	
Element 6: Natural Sciences	8	Element 6: Natural Sciences	8
Two Additional Core Course	6	Two Additional Core Course	6
<b>Total Wright State Core</b>	<b>38</b>	<b>Total Wright State Core</b>	<b>38</b>
<b>II. Departmental Requirements</b>		<b>II. Departmental Requirements</b>	
<b>Core Requirements:</b> WMS 3000,4000,4500,4980 or 4990	12	<b>Core Requirements:</b> WMS 3000,4000,4500,4980 or 4990 4790	12
<b>Additional Requirements: (7 courses, 21 credit hours)</b>		<b>Additional Requirements: (7 courses, 21 credit hours)</b>	
One additional WMS approved feminist theory course in any discipline	3	One additional WMS approved feminist theory course in any discipline	3
One additional WMS approved international perspective course in any discipline	3	One additional WMS approved international perspective course in any discipline	3
One additional WMS approved multicultural perspective course in any discipline	3	One additional WMS approved multicultural perspective course in any discipline	3
Four additional WMS approved courses in any discipline	12	Four additional WMS approved courses in any discipline	12
<b>Note:</b> Within the additional requirements, at least one course each in history and literature approved for women's studies must be completed.		<b>Note:</b> Within the additional requirements, at least one course each in history and literature approved for women's studies must be completed.	
<b>Total Major Requirements:</b>	<b>33</b>	<b>Total Major Requirements:</b>	<b>33</b>
<b>III. Related Requirements</b>		<b>III. Related Requirements</b>	
<b>IV. College Requirements</b>		<b>IV. College Requirements</b>	
<b>Foreign Language</b>		<b>Foreign Language</b>	
Through 2020 level (1010, 1020, 2010, 2020) of one language:	12	Through 2020 level (1010, 1020, 2010, 2020) of one language:	12
Spanish, French, German, Greek, Latin, Chinese, Russian, Italian, Japanese, American Sign Language or other.		Spanish, French, German, Greek, Latin, Chinese, Russian, Italian, Japanese, American Sign Language or other.	
<b>Methods of Inquiry</b>		<b>Methods of Inquiry</b>	
Quantitative Thinking		Quantitative Thinking	
One Course from:		One Course from:	
COM 4490, MUS 4140, PLS 2100, SW 2910, SOC 3400, SOC 3410, URS 4980		COM 4490, MUS 4140, PLS 2100, SW 2910, SOC 3400, SOC 3410, URS 4980	
Qualitative Thinking		Qualitative Thinking	
One Course from:		One Course from:	
PHL 2150, PHL 2230, PHL 3230, PHL 4710, PHL 4720	3	PHL 2150, PHL 2230, PHL 3230, PHL 4710, PHL 4720	3
<b>Total foreign language and methods of inquiry hours</b>	<b>3</b>	<b>Total foreign language and methods of inquiry hours</b>	<b>3</b>

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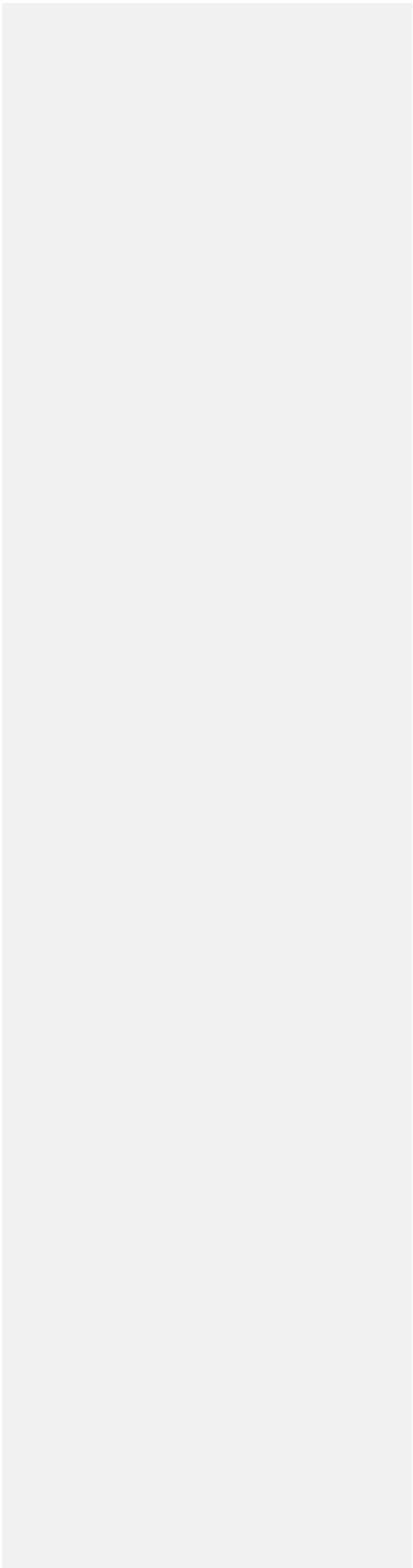
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	18
V. Electives	35
Total	124

	18
V. Electives	35
Total	124

Notes:



# Program of Study Request

Form Id: 10130

Form Status: Process

**Please take action on the form.**

This service has been developed initially to support the conversion of the university's course inventory from a quarters to a semesters curriculum. **Getting started ...**

## Type of Request:

☒ New
 ☐ Modify
 ☐ Deactivate
 ☐ Terminate
 ☐ Quarter to Semester

For *Deactivate*, the program must be terminated no later than the conclusion of 7 years from the deactivation and all students must complete degree requirements by this date. The Registrar's Office will notify the department when all students have completed degree requirements of the deactivated program.

## Client Info

Name: D. DrewPringle

Email: drew.pringle@wright.edu

Phone: 937.775.3223

Department: Kinesiology & Health

Location: Ervin J. Nutter Center 316, 3640 Colonel Gleason

Expand Collapse

Help

## Program of Study

KNH - Emergency Management / Minor

Effective Term: Spring 2013

Level: Undergraduate

College of Ed & Human Services

Degree:

Major:

Minor: Emergency Management \*New

Program:

Concentration:

Add'l Info:

## Approvals

Activity	Role	Client	Status	Time
Primary Route				
Dept_Review	Dept of Kinesiology & Health	D. Drew Pringle	Review	01/11/2013 10:05:27
CCC_Eval	UG Chair of College of Ed & Human Services	Stephanie Kwai Lan Davis	Approve	02/13/2013 14:20:19



Dean_Review	Dean of College of Ed & Human Services	Joseph E. Keferl	Review	02/18/2013 08:58:53
UCAP_Eval	University Curriculum Committee		Pending	
Office Route				
Registrar_Proc	Registrar Office		Pending	

Approve

Reject

Notes

Attach

Audit

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### Academic Program of Study

College	<b>Education and Human Services</b>
Department	<b>Kinesiology and Health</b>
Degree (A.A. B.S., B.F.A., etc.) & Title	
Concentration, Track, Option, Specialization	
Minor Program Title	<b>Emergency Management</b>
Certificate Program Title	

Note, please highlight additions & modifications. Please ~~strickethrough~~ deletions

Current Program		Revised Program	
	Hours		Hours
<b>I. General Education</b>		<b>I. Wright State Core</b>	
<b>II.</b>		KNH 2420 Principle, Practice, Philosophy 3 KNH 3500 Technology and Emergency Man. 3 KNH 3600 Catastrophe Readiness and Resp. 3 KNH 4840 Field Experience 3  Selectives (pick 6 ch)  HED 1230 Personal & Community Health 3 HED 2340 Health Behaviors 3 HED 3350 Health Communications 3 HED 4570 Chronic Disease 3 KNH 2600 First Aid 2 NUR 4140 Nursing Disaster Preparedness 3	
<b>III.</b>		<b>III.</b>	
<b>IV.</b>		<b>IV.</b>	
<b>V.</b>		<b>V</b>	
<b>Total</b>		<b>Total</b>	18

Notes: Please provide additional information for program accuracy.

## Academic Program of Study

College:	Science and Mathematics
Department:	None (to be administered through the college)
Degree (A.A. B.S., B.F.A., etc.) & Title:	
Concentration, Track, Option, Specialization:	
Minor Program Title:	Public Health
Certificate Program Title:	

Current Program	Hours
I. Wright State Core	
II.  <b>NEW PROGRAM</b>	
III.	
IV.	
V.	
<b>Total:</b>	

Revised Program	Hours
I. Wright State Core	
II. Departmental Core Requirements  BIO 1080 BIO 4000 (Senior Project)	<b>4</b>  3 1
III. Departmental Requirements and Electives	
IV. Related Course Requirements  STT 1600 or STT 2640 EES 4720  12 credits of approved electives in a selected focus area.	<b>19</b>  4 3  12
V.	
<b>Total:</b>	<b>23</b>

Notes: 1. At least 12 credits of these requirements must be earned at Wright State University.  
2. A grade C or better must be earned in each Wright State course used to satisfy these requirements.

## Public Health – Overview

A **Public Health Professional** focuses on the health and welfare of entire populations at risk of disease and injury. They not only assess and monitor the health of the population, but also educate communities on how to live more healthy lives, increase access to adequate health care, and develop public health policies that address local and national health care issues.

*Because public health covers many diverse fields, **students can choose from a number of focus areas**, including behavioral sciences / health education, environmental health, health policy and management, health services administration, epidemiology, and biomedical laboratory.*

**Healthy People 2020** – a time honored, comprehensive, national health promotion and disease prevention planning process -- stated a goal of increasing undergraduate public health education (majors and /or minors) consistent with the core competencies of undergraduate public health education. “In other words, for 2020 and beyond, health is too important to be left solely in the hands of those working the health sector” (Koh et al, 2010)

*A **General Education Public Health Core** and **Public Health Studies** curricular focus can capture the value of experiential learning opportunities in the field while also promoting skills such as oral and written communication, critical and creative thinking, intercultural competence, ethical reasoning and action, and interdependent teamwork.*

**Evidence-based public health** is increasingly seen as preparation for health professions education. Undergraduate public health education, including such courses as Public Health 101 and Epidemiology 101 are now considered preparation for medical education. A population perspective on health issues and an evidence-based approach to practice should be part of the education of all future physicians [and other health care providers], starting at the college level and continuing throughout the four years of medical school and beyond. (Riegelman & Garr, 2008)

“Early experience strongly suggests that students are voting for undergraduate courses in public health and epidemiology with their course registrations – offering these at the undergraduate education would help strengthen the connections between college and medical school.”

“Public health today takes a broad population perspective sometimes called “population health”. Population health includes the organization and funding of health care systems as well as traditional public health concerns ranging from AIDS to aging to Avian flu.”

An article in the Chronicle of Higher Education (August 31, 2009) includes articles on undergraduate public health education listing public health as **one of “5 majors on the rise”**. It also includes an article devoted to undergraduate public health titled “How They Did It – Public Health” which highlights how an introduction to public health course can be “*very, very successful*” and can attract student from “*all over campus*”. (Glenn, 2009)

“Public Health degrees/minors are meant to be narrowly vocational; if graduates choose not to earn master’s degrees in public health, but instead become lawyers, doctors, nurses, or policy analysts, that’s fine.”

“An Introduction to Public Health course can draw students from all over campus, including many nonmajors.”

## Generic Structure for a Minor in Public Health

(adapted from: "Recommendations for Undergraduate Public Health Education", Riegelman R. and Albertine S., 2008, Association for Prevention Teaching and Research)

[http://www.aacu.org/public\\_health/index.cfm](http://www.aacu.org/public_health/index.cfm)

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### "Required" Interdisciplinary Core

- **Public Health 101:** an introductory overview course designed to fulfill a social science requirement, perhaps integrated into the humanities, advancing both intellectual and practical skills and embracing civic learning and application (may include a service learning component)
- **Epidemiology 101:** An introductory course illustrating the scientific method and designed to fulfill a science requirement, including the option for an "epidemiology laboratory", integrating such skills as quantitative thinking, inquiry and analysis, and teamwork.
- **Global Health 101:** An introductory course focused in applying public health principles in developing as well as developed countries, designed to fulfill a global studies integrative requirement, perhaps incorporating service and research. *This course is sometimes substituted with a Social Statistics course or deleted from the required interdisciplinary core altogether.*

### Electives\*

- Discipline-specific or interdisciplinary courses determined by the institution and the student
- Departmental or inter-departmental public health related courses based on the interests and strengths of each institution

### Experiential Learning-Health Related Activities

- Service-learning
- Capstone or synthesis project
- Structured research and/or study abroad

---

**\*Examples of selective courses include:** Health Behavior; Biostatistics; Health Policy & Law; Environmental Health; Biology for Public Health / Infectious Disease; Health Economics

**\*Other interdisciplinary courses / electives:** Organizational Theory and Public Health Practice; Women's Health; Addiction Studies; Environmental Policy and Justice; Health Communication; Health and Development; Health and International Human Rights; Sexuality Studies

## Proposed WSU Public Health Minor (23 semester hrs)

(using the Generic Structure provided on the previous page, current WSU courses approved for the semester conversion were identified that could either help develop new introductory courses or serve as electives to achieve the outcomes of a public health education )

### I. Required Interdisciplinary Core (11 hrs):

Proposed Course	Current WSU Course
Public Health	<b>BIO 1080:</b> Introduction to Public Health
Epidemiology	<b>EES 4720:</b> Epidemiology & Community Health
Social Statistics	<b>STT 1600 or 2640:</b> Intro to Stats
Capstone	<b>BIO 4000:</b> Interdependent Teamwork Experiential Learning Opportunities in the Field “Project in a Box”, Study Abroad, Internship

### II. Electives (select a minimum of 12 hrs)

(Students from a variety of disciplines will be attracted to the public health minor. The table below provides an example of how different degree programs might choose electives that will better prepare them for specific focus areas and/or employment opportunities)

Focus Area / Employment	UG Degree	Electives**
Health Services Admin Public Health Practice Program Management	BUS	<b>COM 1040:</b> Human Communication <b>COM 4250:</b> Health Communication <b>PHL 2000:</b> Critical Thinking <b>URS 3300:</b> Ethics in Public Service <b>PLS 4380:</b> Environmental Law & Policy <b>MGT 3100:</b> Leadership, Management, & Organizational Behavior <b>URS 4210:</b> Public Leadership & Change <b>URS 4430:</b> Administrative Law
Biostatistics Epidemiology Biomedical Laboratory	BIO MTH CLS	<b>M&amp;I 2200:</b> Clinical Microbiology <b>BIO 310/3110:</b> Microbiology <b>M&amp;I 4270:</b> Pathogenic Microbiology <b>M&amp;I 4750:</b> Pathogenic Mechanisms <b>BIO 4010:</b> Biostatistics <b>PLS 4380:</b> Environmental Law & Policy
Health Education Behavioral Science	PSY ED SOC	<b>COM 1040:</b> Human Communication <b>COM 4250:</b> Health Communication <b>HED 2340:</b> Diverse Needs in Health <b>PHL 3100:</b> Ethics

	ATH	<b>PLS 4150:</b> Law, Lawyers and the System <b>SOC 3600:</b> Social Inequality <b>SOC 3840:</b> Medical Sociology <b>URS 4210:</b> Public Leadership and Change
Environmental Health	EES	<b>COM 4250:</b> Health Communication <b>PHL 2000:</b> Critical Thinking <b>PHL 3100:</b> Ethics <b>BIO 3700:</b> Bioethics <b>PLS 4380:</b> Environmental Law & Policy <b>M&amp;I 2200:</b> Clinical Microbiology <b>OL 3020:</b> Leading Others <b>HED 2340:</b> Diverse Needs in Health
Nutrition  Pre-Professional Studies	NUR EXB  Science All Pre-Med	<b>BMB 2500:</b> Nutrition <b>HPR 2620:</b> Nutrition for Fitness & Sport <b>COM 4250:</b> Health Communication <b>COM 4570:</b> Intercultural Communication <b>PHL 2000:</b> Critical Thinking <b>ATH 2500:</b> Intro to Cultural Anthropology for Health Care Professionals <b>SOC 3600:</b> Social Inequality <b>SOC 3820:</b> Medical Sociology <b>SW 2720:</b> Multicultural Competence in a Diverse World <b>BIO 3700:</b> Bioethics <b>PHL 3110:</b> Ethics <b>HED 2340:</b> Diverse Needs in Health

As mentioned in the Public Health Overview (first page), **A General Education Public Health Core** and **Public Health Studies** curricular focus can capture the value of experiential learning opportunities in the field while also promoting skills such as (1) oral and written communication, (2) critical and creative thinking, (3) intercultural competence, (4) ethical reasoning and action, and (5) interdependent teamwork. Below shows the grouping of WSU approved semester courses for each objective:

**Oral & Written Communication:**

- ENG 1010: Composition
- COM 1040: Human Communication
- COM 4250: Health Communication
- COM 4320: Race, Class, Gender in Communication

**Critical & Creative Thinking:**

- PHL 2000: Critical Thinking
- PHL 2150: Inductive Reasoning

**Intercultural Competence:**

- ATH 2500: Introduction to Cultural Anthropology for Health Care Professionals
- COM 4570: Intercultural Communication
- SOC 3600: Social Inequality
- SOC 3610: Sociology of Gender
- SOC 3620: Race & Ethnicity
- SOC 3810: Medical Sociology
- SW 2720: Multicultural Competence in a Diverse World

**Ethical Reasoning & Action:**

- BIO 3700: Bioethics
- PHL 3110: Ethics
- PHL 4110: Ethics Seminar
- URS 3300: Ethics in Public Service

**Other Electives for Consideration:**

- **Law:** LAW 4300 (Legal Aspects of the Workplace); PLS 4150 (Law, Lawyers and the System); PLS 4390 (Bioethics and Law); PLS 4380 (Environmental Law & Policy); URS 4430 (Administrative Law)
- **Leadership / Management:** MGT 3100 (Leadership, Management, Organizational Behavior); OL 2010 (Self as a Leader); OL 3020 (Leading Others); URS 4210 (Public Leadership & Change)
- **Health Behaviors:** HED 2340 (Diverse Needs in Health); BMB 2500 (Nutrition); HPR 2620 (Nutrition for Fitness and Sport)
- **Microbiology:** M&I 220 (Clinical Microbiology); M&I 427 (Pathogenic Microbiology); M&I 4750 (Pathogenic Mechanisms)



## Resources – Undergraduate Public Health Education

- The Recommendations for Undergraduate Public Health Education is available at [http://www.aacu.org/public\\_health/index.cfm](http://www.aacu.org/public_health/index.cfm) (under recommendations); Focus on “Public Health 101”, “Epidemiology 101”, and “Global Health 101”.
- The Curriculum Guide to Undergraduate Public Health Education, version 3.0 is available at [http://www.aacu.org/public\\_health/index.cfm](http://www.aacu.org/public_health/index.cfm) (under full curriculum guide)
- The Association of Schools of Public Health provides information on undergraduate majors and minors and curricular materials at [www.whatispublichealth.org](http://www.whatispublichealth.org)
- Health People 2020 has proposed objectives for 4-year and 2-year colleges to increase public health education – see Education and Community-based Program and Public Health Infrastructure Topic areas available at <http://www.healthpeople.gov/hp2020/Objectives/TopicAreas.aspx>
- *Inside Higher Education*: Epidemiology as an Undergraduate Mainstay <http://www.insidehighered.com/news/2007/11/07/health>
- *Inside Higher Education*: For Undergrads, A Shot of Public Health. April 3, 2009 <http://www.insidehighered.com/news/2009/04/03/publichealth>

Koh HK, et al. 2010: A 2020 Vision for Educating the Next Generation of Public Health Leaders. *Am J Prev Med*.

Riegelman RK and Garr DR. 2008: Evidence-Based Public Health Education as Preparation for Medical School. *Academic Medicine*, Vol. 83, No. 4.

Glenn D. 2009. How They Did It: Public Health. *The Chronicle of Higher Education*. <http://chronicle.com/article/How-They-Did-It-Public-Health/48208/>

## Academic Program of Study

College:	<b>Science and Mathematics</b>
Department:	<b>None (to be administered through the college)</b>
Degree (A.A. B.S., B.F.A., etc.) & Title:	
Concentration, Track, Option, Specialization:	
Minor Program Title:	
Certificate Program Title:	<b>Pre-Medical Studies -- Core</b>

Current Program	Hours
I. Wright State Core	
II.  <b>NEW PROGRAM</b>	
III.	
IV.	
V.	
<b>Total:</b>	

Revised Program	Hours
I. Wright State Core	
II. CoSM Core Requirements  BIO 1120, BIO 1150 CHM 1210, CHM 1210L, CHM 1220, CHM 1220L	<b>18</b>  8 10
III. CoSM Electives  30 credits selected from the following courses:  ANT 3100, ANT 3120 BIO 3100, BIO 3110, BIO 4430 BMB 4210, BMB 4230 CHM 2110, CHM 2110L, CHM 2120, CHM 2120L CHM 3120, CHM 3120L M&I 2200, M&I 4260, M&I 4310, NCP 3330 MTH 2240 or MTH 2300, STT 1600 or STT 2640 PHY 1110, PHY 1110L, PHY 1120, PHY 1120L PSY 3110, 3410	<b>30</b>
IV. Related Course Requirements  6 credits selected from the following courses:  AFS 2000 ATH 2500, ATH 4210 COM 1040, COM 4250 PHL 2000, PHL 3780 PSY 3510 SOC 3600, SOC 3610, SOC 3620, SOC 3810 WMS 2000	<b>6</b>
V. General Electives	<b>6</b>
<b>Total:</b>	<b>60</b>

Notes: 1. At least 45 credits of these requirements must be earned at Wright State University.

2. A grade C or better must be earned in each Wright State course used to satisfy these requirements.

## Academic Program of Study

College:	<b>Science and Mathematics</b>
Department:	<b>None (to be administered through the college)</b>
Degree (A.A. B.S., B.F.A., etc.) & Title:	
Concentration, Track, Option, Specialization:	
Minor Program Title:	
Certificate Program Title:	<b>Pre-Medical Studies -- Advanced</b>

Current Program	Hours
<b>I. Wright State Core</b>	
<b>II.</b>  <b>NEW PROGRAM</b>	
<b>III.</b>	
<b>IV.</b>	
<b>V.</b>	
<b>Total:</b>	

Revised Program	Hours
<b>I. Wright State Core</b>	
<b>II. CoSM Core Requirements</b>  ANT 3100, ANT 3120 BMB 4210, BMB 4230	<b>14</b>  8 6
<b>III. CoSM Electives</b>  10 credits selected from the following courses:  BIO 2110, BIO 2120, BIO 3100, BIO 4430 CHM 3120, CHM 3120L M&I 4260, M&I 4310 MTH 2240 or MTH 2300, STT 1600 or STT 2640 NCP 3330  <i>Other courses approved by program</i>	<b>10</b>
<b>IV. Related Course Requirements</b>  3 credits selected from the following courses:  AFS 2000 ATH 2500, ATH 4210 COM 1040, COM 4250 PHL 2000, PHL 3780 PSY 3510 SOC 3600, SOC 3610, SOC 3620, SOC 3810 WMS 2000	<b>3</b>
<b>V. General Electives</b>	<b>3</b>
<b>Total:</b>	<b>30</b>

**Notes:** 1. At least 23 credits of these requirements must be earned at Wright State University.

2. A grade C or better must be earned in each Wright State course used to satisfy these requirements.

Proposal for a  
**Post-Baccalaureate Certificate in Pre-Medical Studies**

Contact: Jacqui Neal, Director, Pre-Health Program  
College of Science & Mathematics

**Title:** Post-Bac Certificate in Pre-Medical Studies

*Option A: Core Studies*

*Option B: Advanced Studies*

**Objectives:**

According to the Bureau of Labor Statistics Occupational Handbook, projected employment (2008-2018) in the health care professions is expected to grow much faster than average, with more than a 22% increase in job opportunities in most of these professional careers [**Medicine** (22%), **Veterinary Medicine** (33%), **Dentistry** (16%), **Physician Assistant** (39%), **Physical Therapy** (30%), **Pharmacy** (17%) and **Optometry** (24%)]. In fact, as quoted in the Dayton Daily News (July 24, 2011), there is a 15.7% and 6.6% vacancy rate in registered occupational and physical therapists, respectively, in the Dayton/Cincinnati area. In addition, 43.2% of pharmacists are over the age of 50 and projected to retire in the next decade.

Because of this, the Pre-Health Program attracts an increasing number of non-traditional, returning students (i.e., students who have already earned a baccalaureate degree) each year. The Post-Bac Certificate in Pre-Medical Studies will provide those returning students with a structure for pursuing the courses required for admission into medical schools and other health professions' graduate programs. This structure will enable students to qualify for financial aid and, in addition, allow WSU to monitor their academic progress and assist them in program completion.

The certificate will attract two groups of students: (1) "career changers" who need two years of core studies in the sciences, and (2) those who already possess a scientific background but seek to "enhance" their academic credentials and update their knowledge on more advanced topics in the biomedical sciences.

**Catalogue Description:**

Wright State University's Pre-Health Program offers the highly motivated, dedicated student intent on a career in medicine, dentistry, veterinary medicine or other related profession a Post-Baccalaureate Certificate in Pre-Medical Studies. The certificate program offers two options: (A) a two-year *Core Studies* option and (B) a one-year *Advanced Studies* option. The certificate program provides the opportunity to study the sciences and to prepare for entrance into competitive medical schools and other professional programs in the health sciences.

## Admission Requirements:

To enter the program, a completed certificate application and transcript(s) from a regionally accredited university must be sent for review by the Pre-Health Advising Office. Accepted applicants will attend an orientation and set up an appointment with the Pre-Health Advisor to develop a course of study.

Successful applicants will have certain qualities, including:

- an overall GPA of 3.00 in the last 90 semester hours or overall
- previous exposure to the profession through volunteer work, shadowing or employment in a related field
- demonstrated ability and work ethic to succeed academically
- self-awareness, self-motivation and independence

*Option A (Core Studies):* Designed for the “career changer” who has a bachelor’s degree with **little or no previous coursework in the sciences**, an excellent academic record and a clear understanding of the chosen healthcare profession.

*Option B (Advanced Studies):* Designed for students who have completed the basic sciences but **need to complete additional advanced science courses to strengthen their science GPAs** and knowledge in the biomedical sciences.

## Special Program Features:

- Two application deadlines (Mar 1, June 1) for fall and spring starts
- Personalized, one-on-one advising and support
- Customized program of study to meet requirements of specific health professional schools
- Volunteer and research opportunities
- Federal Financial Aid available to those who qualify
- Comprehensive letter of recommendation written by the Director of Pre-Health Program for those who complete the program
- Certificate of Completion awarded with successful completion of the program
- The program ideally is pursued on a full-time basis, but part-time is acceptable

**Program Requirements:** see attached **Academic Program of Study:**

- **CORE Studies**
- **ADVANCED Studies**

**Student Performance**

No grade lower than a C in any course will count toward the certificate. No more than one C in *any* course will count toward completion of the certificate.

**Resource Coordination**

The Post-Bac Certificates in Pre-Medical Studies will be administered through the advising office of the Pre-Health Professions program in the College of Science & Mathematics. In coordination with the Office of Undergraduate Admissions, the Office of Financial Aid and the Office of the Registrar, student will be accepted as certificate-seeking students with eligibility for financial aid.

## **Raj Soin College of Business Departmental Honors Process**

The Raj Soin College of Business Honors Program provides students with an opportunity to enrich their undergraduate education with an intensive program of independent study. Through the honors project, students should develop an advanced understanding of a topic of interest in their field or develop advanced skills that cannot be developed in the standard undergraduate curriculum. The process described below is intended to guide students through this unique educational experience and to serve as standards for approving proposals, evaluating projects and conferring honors.

### ***Qualification for Admission to the Departmental Honors Program***

All business majors qualify for admission into the Raj Soin College of Business Honors Program provided they have a: 1) 3.4 overall and 2) 3.5 in all business courses and non-business courses in the business core. Accounting majors must have a 3.5 gpa in accounting courses.

### ***Requirements to Graduate with Departmental Honors***

- Maintenance of the GPA requirements needed for Admissions (see above).
- Completion of the Honors Project.

Requirements for University Honors include completions of six honors classes and one honors seminar all with grades of B or better in addition to the requirements for departmental honors.

### ***Where to Apply***

Application forms are available in 100 Rike Hall (the Academic Programs Dean's Office) from the Undergraduate Program Director.

### ***When to Apply to the Departmental Honors Program***

Students should apply for admission to the Departmental Honors Program as soon as they commit to meeting the GPA requirements. This will allow them to participate in honors events and take selected honors classes. A common reason that students fail to complete the Departmental Honors Program is that they wait too long before thinking about the honors project. Developing a proposal and completing the Departmental Honors Program normally requires at least two semesters. Students need to begin work on their Departmental Honors Project at least a year before their expected date of graduation.

Typically, students will apply to the Departmental Honors Program during the spring semester of their junior year. Students must select a faculty advisor and have the departmental honors application approved before their funds can be released for fall semester of their senior year.

### ***The Departmental Honors Project***

The Departmental Honors Project is a capstone of the honors program. It is a student's opportunity to measure performance against very high academic or professional standards and present work to an appropriate audience such as the College Honors Committee, a departmental committee, a professional group, or a sponsoring agency. The faculty supervisor will assist in selecting the appropriate forum.

The complete Honors Project including the proposal may be for either three or six credit hours. The difference between a three-hour project and a six-hour project is the time commitment required, not the quality of the final product. In both cases the quality is expected to be outstanding, with a minimum grade of B required.

Six-hour projects might be appropriate for a study involving substantial data collection and analysis, a traditional academic research paper, or practical experience (for which other credit is not taken) combined with a vigorous academic analysis of that experience.

Three-hour projects might be appropriate for a literature review and synthesis, an expansion or reflection on an internship (for which credit was already taken), an expansion on a paper or project started in another class, or a philosophic treatise.

**Style:** Students must communicate the necessary information. The use of a popular style guide, such as the *Publication Manual of the American Psychological Association*, is recommended. A page for the signatures of the Honors Committee should be included with the honors project.

**Outside Review:** Any project involving human subjects requires approval (or exemption) by the Institutional Review board (IRB) of the Office of Research and Sponsored Programs. An indication of the need for such approvals (or exemptions) should be included with the original proposal document. The faculty sponsor shall guide the student through the IRB approval process.

### ***The Honors Project Process***

Admission to the Departmental Honors Program: (See “Qualification for Admission” and “Where to Apply” sections of this document).



Contact the Chairperson of your department or another interested faculty member to help you select a topic and an Honors Project Committee. The Honors Project Committee should consist of three or more persons including a faculty project sponsor from the major department, and the department’s representative to the honors committee. The third member may be the Chairperson of the department, another faculty member with related interests, or an appropriate non faculty member.

**The proposal process should normally start at least one semester before the start of the actual project. The departmental honors proposal must be approved before funds can be released for spring semester of the student’s senior year.**



When the proposal is approved by the Honors committee, the student should register for three or six hours of Independent Studies – Honors. See course listings for the appropriate department. Students should start work on the honors project.



When the Project is near completion, arrange for a presentation in front of:

- a departmental event or
- an honors Round-up (held in the Spring) or



c. an other appropriate forum

Your faculty advisor will assist in providing a forum.



Obtain signatures from Honors Project Committee indicating completion of project (the Signature Page from the honors project should be given to the Director of Undergraduate Programs) and Maintenance of GPA Requirements



Graduate with Departmental Honors

### ***Standards for Final Approval of Projects***

Final approval by the Honors Project Committee is guided by the following:

- The primary standard by which final oral and written reports of each completed project will be evaluated is based on what was promised in the original proposal, subject to any modifications later agreed upon by the faculty sponsor and the committee.
- Oral presentations should conform to proposal.
- The written report of the project should include a copy of the version of the proposal that was approved by the Honors Project Committee, and any approved revisions of the proposal.
- The written report of any project involving human subjects (e.g., surveys, interviews, experiments) must include a copy of the letter from the Office of Research and Sponsored Programs that indicates the study protocol has been approved by (or that an exemption had been obtained from) the Institutional Review Board (IRB). The faculty sponsor will guide the student through the IRB approval process.

Revised: October 2011

**Semester Departmental Honors Requirements**

**Department Name: Department Communication Studies**

The Departmental Honors Scholar degree designation is awarded through the University Honors Program at Wright State University. For your convenience, this template reflects typical departmental honors requirements, and you may find that this template will help you to convert the existing quarter requirements to semester requirements.

	<b>Semester Requirements</b>
<b>Eligibility Requirements</b> <ul style="list-style-type: none"> <li>Cumulative and/or major GPAs</li> <li>Earned credit hours</li> </ul>	<ul style="list-style-type: none"> <li><i>Student must have an overall GPA of 3.0 and a 3.5 or higher in their major.</i></li> <li><i>Students must have earned a minimum of 60 credits (Jr year status).</i></li> <li><i>Students must have completed COM: 1010, 1040, and at least four courses in the major requirement.</i></li> <li><i>Students must have received a grade of B or above in ENG 1100</i></li> </ul>
<b>Proposal and Approval Process</b> <ul style="list-style-type: none"> <li>Requirements for a student proposal</li> <li>Details about the department's approval of the proposal</li> </ul>	<ul style="list-style-type: none"> <li><i>Student will apply to the Department of Communication for admission to the Honors Program. Student will complete application and admitted on the approval of Honors Coordinator, Department Chair, and Curriculum Committee</i></li> <li><i>Student will meet with a potential advisor before beginning the process.</i></li> <li><i>Students will submit Letter of Intent includes: project topic and explanation of intention. See form.</i></li> </ul>
<b>Academic Requirements</b> <ul style="list-style-type: none"> <li>Length, scope, and nature of the research/project/internship/co-op/performance</li> <li>Course(s), credit hours (typically 3-6 semester hours), and required grades</li> <li>Presentation (if required)</li> </ul>	<ul style="list-style-type: none"> <li><i>Two part- two-semester project: First semester In-depth preliminary research. Second semester field-work, research paper, internship or creative project (to be determined w/ advisor)</i></li> <li><i>Complete 2- COM 4710 Courses for a total of 6 credits with a letter grade of B or above.</i></li> <li><i>Presentation-TBD (per agreement of project advisor)</i></li> </ul>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>Describe the criterion</li> <li>List who will determine satisfactory completion of the departmental honors requirements</li> </ul>	<ul style="list-style-type: none"> <li><i>Must receive no less than a B for each semester phase.</i></li> <li><i>At project completion, Honors Coordinator, Department Chair, and Curriculum Committee will review student's final project for approval.</i></li> </ul>
<b>Project Oversight</b> <ul style="list-style-type: none"> <li>Detail who will serve as a student's project advisor (a single faculty member, department committee, and/or department chair)</li> </ul>	<ul style="list-style-type: none"> <li><i>Student is responsible for finding COM faculty member willing to assume responsibilities as project advisor.</i></li> <li><i>Student is responsible for working with advisor to complete and submit all forms for each phase of project.</i></li> </ul>
<b>Timeline</b> <ul style="list-style-type: none"> <li>Describe the typical timeline for completion of the project, including milestones for when a student should apply to, begin work on, and</li> </ul>	<ul style="list-style-type: none"> <li><i>Student will select topic, meet with project advisor and submit Application/Letter of Intent to COM Dept. Honors Coordinator no later than the end of the Spring Semester of Junior year.</i></li> <li><i>Student must be prepared begin each phase of</i></li> </ul>

<p>complete the project</p>	<p><i>project at the <u>start</u> of each semester and complete phase requirements at the end of that same semester.</i></p> <ul style="list-style-type: none"> <li>• <i>Student will have two semesters to complete project. The first semester is designated for preliminary research. Student will conduct preliminary research by completing a Literature Review or in-depth annotated bibliography and a proposal for phase two by the end of the first semester</i></li> <li>• <i>Second Semester will consist of a project such as: research paper (considered for publication), internship (with specific goals/learning objectives) or other in-depth creative project (to be determined w/ advisor), that has been guided by the research conducted in first semester. (Praxis: theory in action)</i></li> </ul>
<p><b>Forms</b></p> <ul style="list-style-type: none"> <li>• Attach any forms a student must complete in conjunction with the departmental honors project (admission, approval, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Application/Letter of Intent</i></li> </ul>

# Communication Studies Department: Honors Project

## *Application/Letter of Intent:*

To the Honors Coordinator/Committee:

I have met with \_\_\_\_\_ (Com Faculty person) who has agreed to supervise my yearlong project (2 Semesters). In our preliminary visit we discussed the project I am interested in undertaking as follows:

- *As you prepare for this part of your project, draw on your inspiration and contemplations about the topic/project. As you respond, consider whom might you identify as key persons to interview about your topic? Are there people who may be able to help you find materials related to your topic or direct you toward information that will lead to further inquiry? (For instance, are there others you have heard speak to this issue? Lectures you have attended? Friends, relatives or colleagues that work, have access or expertise with this topic? Or perhaps even flyers on community bulletin boards?)*

### **The proposal:**

As you write your letter of intent, contemplate and then answer the following questions (in narrative form):

Why have you chosen this topic?

- What do you find interesting, appealing, or provocative about this topic and/or authors related to the field?
- Do you have a personal connection, a unique experience or a particular concern that links you to this topic?
- What do you know/understand presently?
- What do you want to learn, understand, or query that you do not already know/understand?
- What question/s does this topic inspire for you?
  - Are there implications or connections you are curious about or otherwise imagine possible at this point in your inquiry?
- Where will you seek information?
  - What sources do you currently anticipate accessing? (Are there specific texts, journals, programs or people you will explore?)
  - Are there people with whom you may want to interview?
  - Others?
- How do you want to be changed at the end of this topic?
  - Besides an academic grade, what do you want to accomplish with such an inquiry?
  - What might you do with the results of such a project?
  - Who might you share your findings with?

Upon approval of the committee, and as per discussion with my (COM) faculty advisor, we have agreed that I will begin the project \_\_\_\_\_ (Semester/ year).

---

(COM Student)

---

(Communication Dept. Faculty Advisor)

# Communication Studies Department: Honors Project

## *Project Check List:*

Student: \_\_\_\_\_

Communication Department Faculty Advisor: \_\_\_\_\_

Submitted Proposal/Letter of Intent: \_\_\_\_\_ (date)

- Proposal Approved \_\_\_\_\_ (date)
  - Signatures for approval:

- \_\_\_\_\_  
\_\_\_\_\_  
*Honors Coordinator*  
*(date)*
- \_\_\_\_\_  
\_\_\_\_\_  
*Department Chair*  
*(date)*
- \_\_\_\_\_  
\_\_\_\_\_  
*Honors Department Director*  
*(date)*

First Semester:

Grade:

\_\_\_\_\_ Objectives for Phase II *(Is there a plan in place?)*

Second Semester:

Grade:

Final project consisted of: \_\_\_\_\_

<b>Semester Departmental Honors Requirements</b>
<b>Department Name: Geography</b>

	<b>Semester Requirements</b>
<b>Eligibility Requirements</b> <ul style="list-style-type: none"> <li>• Cumulative and/or major GPAs</li> <li>• Earned credit hours</li> </ul>	GPA: 3.5 or better in all coursework Enter major no later than the beginning of Spring Semester during their Junior year or after completing 84 credit hours.
<b>Proposal and Approval Process</b> <ul style="list-style-type: none"> <li>• Requirements for a student proposal</li> <li>• Details about the department's approval of the proposal</li> </ul>	Students complete a Project Proposal during the first two weeks of GEO 4990 Applied Research Project. The instructor shares the Honors Project Proposal with the Department Chair and MPA Director. These individuals will comprise the Honors Committee and approve the proposal.
<b>Academic Requirements</b> <ul style="list-style-type: none"> <li>• Length, scope, and nature of the research/project/internship/co-op/performance</li> <li>• Course(s), credit hours (typically 3-6 semester hours), and required grades</li> <li>• Presentation (if required)</li> </ul>	Project Requirement: <ul style="list-style-type: none"> <li>• 30 pages, excluding endnotes, references cited, bibliography and appendices;</li> <li>• A minimum of 25 quality sources (books, peer reviewed articles etc.);</li> <li>• Complete GEO 4990, 3 credit hours, with a grade of A;</li> <li>• Present Honors Project via a PowerPoint presentation to the Honors Committee and competently respond to questions about data quality, methodology and data interpretation and findings.</li> </ul>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Describe the criterion</li> <li>• List who will determine satisfactory completion of the departmental honors requirements</li> </ul>	The Honors Committee determines the completion of the requirement; however, the instructor awards the grade. Please see attached rubrics for evaluation of the Honors Project (Attachment #1) and presentation (Attachment #2).
<b>Project Oversight</b> <ul style="list-style-type: none"> <li>• Detail who will serve as a student's project advisor (a single faculty member, department committee, and/or department chair)</li> </ul>	The instructor of GEO 4990 serves as the project advisor.
<b>Timeline</b> <ul style="list-style-type: none"> <li>• Describe the typical timeline for completion of the project, including milestones for when a student should apply to, begin work on, and complete the project</li> </ul>	The student prepares for the Applied Research Project by completing GEO 4860 Geographic Methodology and Foundations and or URS 4980 Quantitative/Qualitative Analysis. The instructors of GEO 4860 and URS 4980 encourage students to identify topics that they will research in GEO 4990. The Honors Student informs the instructor of GEO 4860 or URS 4990, the Chair and MPA Director of their plan to complete an Honors project immediately after enrolling in GEO 4990.
<b>Q2S Transition Plan</b> <ul style="list-style-type: none"> <li>• If a student begins an honors project on the quarter system but will complete the project on the semester system, describe the transition plan, including Q2S course equivalencies</li> </ul>	Not applicable
<b>Forms</b> <ul style="list-style-type: none"> <li>• Attach any forms a student must complete in conjunction with the departmental honors project (admission, approval, etc.)</li> </ul>	Students may enter Honors in Geography upon application and approval by the standing Honors Committee (defined as the Chair and MPA Director). See attachment #3

## Attachment #1

### Evaluation of GEO 4990 Applied Research Project

#### 1.0 Introduction to the Research Issue 10%

Did the author convince you that their topic deserved greater attention from researchers?

- \_\_\_\_ Data provided
- \_\_\_\_ Programs designed to address the issue
- \_\_\_\_ Policy/law issues identified

Did the author provide a clear research statement and clearly state their research goal(s)?

Did the author outline the contents of the paper?

#### 2.0 Review of Literature 20%

Did the author effectively present the theory and empirical studies related to the topic?

- \_\_\_\_ Adopted an effective thematic structure to synthesize and critique the literature
- \_\_\_\_ Explained theories
- \_\_\_\_ Surveyed methodologies used to study the topic
- \_\_\_\_ Exposed the gaps in our knowledge

**Other elements:** Reviewed quality sources, surveyed related sources per the bibliography, and used correct and consistent citation style for citing the text and listing sources in Reference Cited Section.

#### 3.0 Methodology 20%

##### Study Details:

Described the scope of the study (how has the author limited their research)?

Explained to the reader the type of study conducted and why?

Provided definitions of variables and attributes that can stand up to validity tests?

Identified and explained the merits of their data collection method(s)?

Described GEO spatial analytical methods used to interpret data?

Detailed efforts taken to reduce data reliability problems?

Provided a clear and concise research purpose or question with a hypothesis(es)?

#### 4.0 Findings 25%

Logically present their information?

Expanded their findings from broad to specific data?

Correctly, ethically and accurately utilized data?

**5.0 Conclusion 10%**

Summarized what has been accomplished—what we now know?

Put into context with literature reviewed?

Acknowledged the limitations of the study and methodology?

Recommended future research?

**6.0 Reference Citations—correct and consistent 5%**

**7.0 Bibliography—correct and consistent 5%**

**8.0 Appendices—numbered and properly cited 5%**



## Attachment #2

Evaluator's Name \_\_\_\_\_

### EVALUATION CRITERIA FOR PRESENTATIONS

Below are a set of criteria to evaluate research presentations. Each criteria has a rating scale ranging from 1 to 5 where 1 = many major and minor improvements required; 2 = a few major and many minor improvements needed; 3 = many minor improvements needed; 4 = a few minor improvements needed; and 5= excellent no minor or major improvements needed.

CRITERIA	RATING				
<b>Clarity of topic:</b> Did the presenter clearly state their research goal(s)?	1	2	3	4	5
<b>Topic Importance:</b> Did the presenter convince you this topic deserved greater attention from researchers?	1	2	3	4	5
<b>Methodology:</b> Did the presenter clearly state how they collected their information/data?	1	2	3	4	5
<b>Findings/Conclusion:</b> Did the presenter:					
1. Logically present their information?	1	2	3	4	5
2. Expand their findings from board to specific data?	1	2	3	4	5
<b>Contribution to Our Knowledge of the topic:</b> Did the presenter expand your knowledge of the topic.	1	2	3	4	5
<b>Presentation Skills:</b> Did the presenter use interesting slides?	1	2	3	4	5
Was the presenter well organized?	1	2	3	4	5
<b>Comments:</b> What I liked best					

What I think should be improved:

## **Geography Honors Program**

The Geography Honors Program provides an opportunity for students to achieve their highest possible level of intellectual attainment. Geography majors of superior academic ability are invited to apply.

### **Admission into the Program**

A student may enter the program upon successful applying to the Geography Honors Committee. The Chair of the department, the Director of the Master of Public Administration Program and the Instructor for GEO 4990 Applied Research Project comprise the committee. Applicants must have a cumulative Wright State University grade point average of 3.5 or better in all coursework. It is recommended that students enter the program during their junior year or after completing 84 semester credit hours.

### **Completion of the Urban Honors Program**

A student completes the Geography Honors program when they have met the requirements listed below.

1. Completed all requirements for the Geography Bachelor of Arts or Bachelor Science degree.
2. Maintain a cumulative grade point average of 3.5 for all coursework completed at WSU.
3. Completed GEO 4990 Applied Research Project with a grade of A.
4. Presented and orally defended their GEO 4990 Applied Research Project before the Urban Affairs Honors Committee.
5. Completed at least one University Honors Seminar.

### **Application:**

Name \_\_\_\_\_

UID# \_\_\_\_\_ Email \_\_\_\_\_

Credits hours completed: \_\_\_\_\_

Graduation Date \_\_\_\_\_

I wish to be admitted into the Geography Honors Program, and I understand the requirements for admission and the requirements for completing the Program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

<b>Semester Departmental Honors Requirements</b>
<b>Department Name: Urban Affairs</b>

	<b>Semester Requirements</b>
<b>Eligibility Requirements</b> <ul style="list-style-type: none"> <li>• Cumulative and/or major GPAs</li> <li>• Earned credit hours</li> </ul>	GPA: 3.5 or better in all coursework Enter major no later than the beginning of Spring Semester during their Junior year or after completing 84 credit hours.
<b>Proposal and Approval Process</b> <ul style="list-style-type: none"> <li>• Requirements for a student proposal</li> <li>• Details about the department's approval of the proposal</li> </ul>	Students complete a Project Proposal during the first two weeks of URS 4990 Applied Research Project. The instructor shares the Honors Project Proposal with the Department Chair and MPA Director. These individuals will comprise the Honors Committee and approve the proposal.
<b>Academic Requirements</b> <ul style="list-style-type: none"> <li>• Length, scope, and nature of the research/project/internship/co-op/performance</li> <li>• Course(s), credit hours (typically 3-6 semester hours), and required grades</li> <li>• Presentation (if required)</li> </ul>	Project Requirement: <ul style="list-style-type: none"> <li>• 30 pages, excluding endnotes, references cited, bibliography and appendices;</li> <li>• A minimum of 25 quality sources (books, peer reviewed articles etc.);</li> <li>• Complete URS 4990, 3 credit hours, with a grade of A;</li> <li>• Present Honors Project via a PowerPoint presentation to the Honors Committee and competently respond to questions about data quality, methodology and data interpretation and findings.</li> </ul>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Describe the criterion</li> <li>• List who will determine satisfactory completion of the departmental honors requirements</li> </ul>	The Honors Committee determines the completion of the requirement; however, the instructor awards the grade. Please see attached rubrics for evaluation of the Honors Project (Attachment #1) and presentation (Attachment #2).
<b>Project Oversight</b> <ul style="list-style-type: none"> <li>• Detail who will serve as a student's project advisor (a single faculty member, department committee, and/or department chair)</li> </ul>	The instructor of URS 4990 serves as the project advisor.
<b>Timeline</b> <ul style="list-style-type: none"> <li>• Describe the typical timeline for completion of the project, including milestones for when a student should apply to, begin work on, and complete the project</li> </ul>	The student prepares for the Applied Research Project by completing URS 4980 Quantitative/Qualitative Analysis. The instructor of URS 4980 encourages students to identify topics that they will research in URS 4990. The Honors Student informs the instructor of URS 4990, the Chair and MPA Director of their plan to complete an Honors project immediately after enrolling in URS 4990.
<b>Q2S Transition Plan</b> <ul style="list-style-type: none"> <li>• If a student begins an honors project on the quarter system but will complete the project on the semester system, describe the transition plan, including Q2S course equivalencies</li> </ul>	Not applicable
<b>Forms</b> <ul style="list-style-type: none"> <li>• Attach any forms a student must complete in conjunction with the departmental honors project (admission, approval, etc.)</li> </ul>	Students may enter Honors in Urban Affairs upon application and approval by the standing Honors Committee (defined as the Chair and MPA Director). See attachment #3

## Attachment #1

### Evaluation of URS 4990 Applied Research Project

#### 1.0 Introduction to the Research Issue 10%

Did the author convince you that their topic deserved greater attention from researchers?

- \_\_\_\_ Data provided
- \_\_\_\_ Programs designed to address the issue
- \_\_\_\_ Policy/law issues identified

Did the author provide a clear research statement and clearly state their research goal(s)?

Did the author outline the contents of the paper?

#### 2.0 Review of Literature 20%

Did the author effectively present the theory and empirical studies related to the topic?

- \_\_\_\_ Adopted an effective thematic structure to synthesize and critique the literature
- \_\_\_\_ Explained theories
- \_\_\_\_ Surveyed methodologies used to study the topic
- \_\_\_\_ Exposed the gaps in our knowledge

**Other elements:** Reviewed quality sources, surveyed related sources per the bibliography, and used correct and consistent citation style for citing the text and listing sources in Reference Cited Section.

#### 3.0 Methodology 20%

##### Study Details:

Described the scope of the study (how has the author limited their research)?

Explained to the reader the type of study conducted and why?

Provided definitions of variables and attributes that can stand up to validity tests?

Identified and explained the merits of their data collection method(s)?

Described analytical methods used to interpret data?

Detailed efforts taken to reduce data reliability problems?

Provided a clear and concise research purpose or question with a hypothesis(es)?

#### 4.0 Findings 25%

Logically present their information?

Expanded their findings from broad to specific data?

Correctly, ethically and accurately utilized data?

**5.0 Conclusion 10%**

Summarized what has been accomplished—what we now know?

Put into context with literature reviewed?

Acknowledged the limitations of the study and methodology?

Recommended future research?

**6.0 Reference Citations—correct and consistent 5%**

**7.0 Bibliography—correct and consistent 5%**

**8.0 Appendices—numbered and properly cited 5%**

## Attachment #2

Evaluator's Name \_\_\_\_\_

### EVALUATION CRITERIA FOR PRESENTATIONS

Below are a set of criteria to evaluate research presentations. Each criteria has a rating scale ranging from 1 to 5 where 1 = many major and minor improvements required; 2 = a few major and many minor improvements needed; 3 = many minor improvements needed; 4 = a few minor improvements needed; and 5= excellent no minor or major improvements needed.

CRITERIA	RATING				
<b>Clarity of topic:</b> Did the presenter clearly state their research goal(s)?	1	2	3	4	5
<b>Topic Importance:</b> Did the presenter convince you this topic deserved greater attention from researchers?	1	2	3	4	5
<b>Methodology:</b> Did the presenter clearly state how they collected their information/data?	1	2	3	4	5
<b>Findings/Conclusion:</b> Did the presenter:					
1. Logically present their information?	1	2	3	4	5
2. Expand their findings from board to specific data?	1	2	3	4	5
<b>Contribution to Our Knowledge of the topic:</b> Did the presenter expand your knowledge of the topic.	1	2	3	4	5
<b>Presentation Skills:</b> Did the presenter use interesting slides?	1	2	3	4	5
Was the presenter well organized?	1	2	3	4	5
<b>Comments:</b> What I liked best					

What I think should be improved:

## **Urban Affairs Honors Program**

The Urban Affairs Honors Program provides an opportunity for students to achieve their highest possible level of intellectual attainment. Urban Affairs majors of superior academic ability are invited to apply.

### **Admission into the Program**

A student may enter the program upon successful applying to the Urban Affairs Honors Committee. The Chair of the department, the Director of the Master of Public Administration Program and the Instructor for URS 4990 Applied Research Project comprise the committee. Applicants must have a cumulative Wright State University grade point average of 3.5 or better in all coursework. It is recommended that students enter the program during their junior year or after completing 84 semester credit hours.

### **Completion of the Urban Honors Program**

A student completes the Urban Affairs Honors program when they have met the requirements listed below.

1. Completed all requirements for the Urban Affairs Bachelor of Arts or Bachelor Science degree.
2. Maintain a cumulative grade point average of 3.5 for all coursework completed at WSU.
3. Completed URS 4990 Applied Research Project with a grade of A.
4. Presented and orally defended their URS 4990 Applied Research Project before the Urban Affairs Honors Committee.
5. Completed at least one University Honors Seminar.

### **Application:**

Name \_\_\_\_\_

UID# \_\_\_\_\_ Email \_\_\_\_\_

Credits hours completed: \_\_\_\_\_

Graduation Date \_\_\_\_\_

I wish to be admitted into the Urban Affairs Honors Program, and I understand the requirements for admission and the requirements for completing the Program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# WRIGHT STATE UNIVERSITY

3640 Colonel Glenn Hwy.  
Dayton, OH 45435-0001

## College of Science and Mathematics

Dean Yi Li

Mark Mamrack, Associate Dean

Kathrin Engisch, Associate Dean     Joyce Howes, Assistant Dean

### Office of the Dean

Room 134 Oelman

FAX (937) 775-3068

Voice (937) 775-2611

### Office of Student Services

Room 106 Oelman

FAX (937) 775-4678

Voice (937) 775-3180

Date: March 12, 2013  
To: CoSM Curriculum Committee  
From: Kathrin Engisch, Associate Dean, CoSM  
Re: CoSM Direct Admit Criteria for 2013-14 Academic Year

The College of Science and Mathematics requests approval for a change in the criteria for direct admission for Fall 2013 to the following values:

High School GPA > 3.25  
Completed College Prep requirements in high school  
ACT Math score **25** or higher  
SAT Math score **620** or higher

The CoSM criteria for direct admission for Fall 2012 were:

High School GPA > 3.25  
Complete College Prep requirements in high school  
ACT Math score 20 or higher  
SAT Math score 470 or higher

The reason for the change is that the criteria for 2012 were deemed too low, and the College is ill equipped to assist students with the lower scores, who are less prepared for the College of Science and Mathematics curricula.



To: Matt Rizki, UCAPC Chair

From: Tracey Steele, Crime & Justice Studies Program Chair

Date March 28, 2013

Regarding: CJS Program Entry Requirement Change Request

Dr. Rizki,

The program committee of the Crime and Justice Studies Committee wishes to submit our request for a change in the g.p.a. entrance requirement for students wishing to major in Crime and Justice Studies. The current standard is 2.3, and we would like to raise it to 2.5 beginning the first day of Fall term of 2014.

The primary rationale for this increase is to manage our burgeoning enrollments. We have seen marked increases in the number of declared majors since our inception (we currently have about 265 declared majors—up from 176 in the spring of 2008 and 62 students in the spring of 2003). In fact, we are now the largest single major in CoLA.

While we are keeping up with demand quite successfully, we are reaching the upper limit of our internship capabilities. Currently, an internship in a criminal justice agency is required of our majors and it is one of the features of our programs that students find most important and rewarding. It is also one of the five required core classes in our curriculum. However, because of the growing size of our program, managing the number of interns needing placement is becoming quite an endeavor. Equally important is the fact that the number of available community partners is limited.

We do realize g.p.a. is not always the best measure of student aptitude and success. So, along with the g.p.a. increase we would like to add a g.p.a. waiver option for students who meet the CoLA entrance requirements (e.g. have a 2.0 g.p.a.) but do not meet our higher 2.5 g.p.a threshold and can make a compelling case as to why their g.p.a. is not a good reflection of their academic abilities. I am attaching an example petition form that could be used for students who might want to take advantage of this option. The decision would be rendered by the CJS program committee except during the summer term when the decision would be made by the program director.

Thank you for your consideration.

**Petition for GPA Waiver for the Crime and Justice Studies Program**

**Student Name:** \_\_\_\_\_

**Current GPA:** \_\_\_\_\_

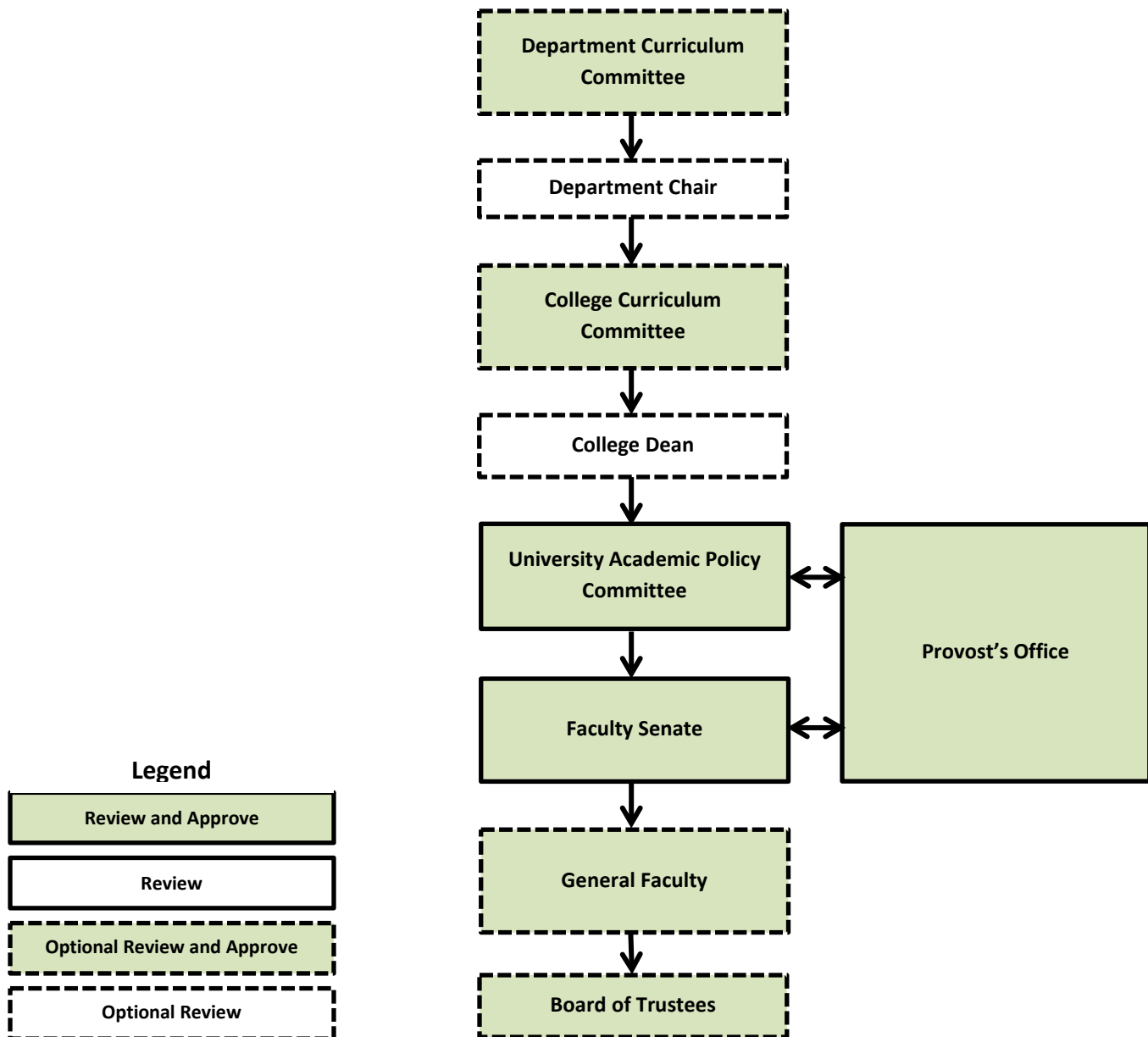
**UID:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**This petition is designed for students who feel that their current grade point average does not adequately reflect his or her true academic abilities and allows an alternate means of gaining admittance to the major. To qualify for consideration, students must submit this petition to the *Crime and Justice Studies Program Committee* and: 1) have at least a sophomore standing (minimum 30 semester hours of academic credit), 2) meet all College of Liberal Arts entrance requirements, and 3) respond to the questions below. Responses should be typed and limited to a maximum of two pages. Letters of support from Wright State faculty attesting to the student's academic ability are not required but may be included with this petition. A majority of the members of the CJS program committee and/or the program director must approve the petition to gain approval. All decisions are final.**

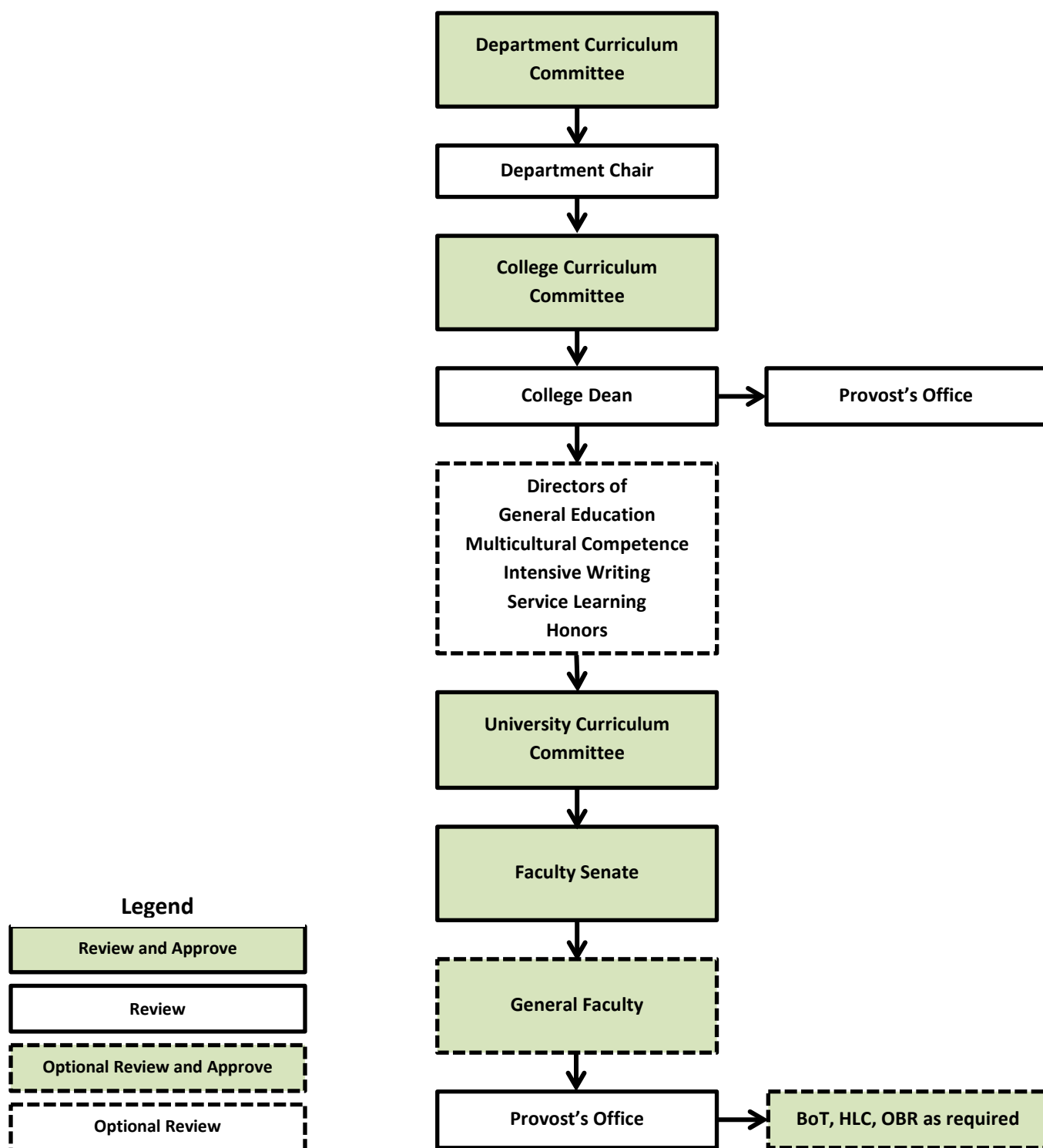
1. Why do you want to declare a major in the Crime and Justice Studies Program?
2. Why do you feel your current grade point average fails to adequately represent your academic abilities?
3. Are there any additional circumstances or factors that the program committee should be made aware of in rendering this decision?

# Wright State University Academic Policy Approval Process



The University Academic Policy Committee reviews and recommends actions on all aspects of academic program, admissions, academic standards and student affairs to the Faculty Senate. The Faculty Senate as the representatives of the University Faculty in consultation with the University President and the University Provost, formulate codes of operating procedures governing all aspects of the academic program, admissions, academic standards and student affairs subject to the approval of the Board of Trustees.

# Wright State University Curriculum Approval Process



The Faculty Senate must approve all distance education programs and new major programs. The Faculty Senate delegates to the Undergraduate Curriculum Committee (UCC) the authority to approve new minor programs, new certificate programs, changes in existing programs, course inventory requests (new course proposals), and course modification requests except where additional review and approval by the Faculty Senate is requested or determined necessary, e.g., in the mediation of undergraduate curricular disputes between colleges or schools that cannot be resolved by the UCC.

All new distance education programs are forwarded to (optionally) the Board of Trustees and Higher Learning Commission for review and approval. All new major programs are forwarded to Board of Trustees and Ohio Board of Regents for review and approval.